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Teaching has to have a less dogmatic approach ~~which~~ ^{so as to} gives the mind leave to enter ^{where} the larger field of knowledge ~~that~~ it can, in turn, respond with a more ^{larger} ~~basic~~ view concerning all information. Problems, in their teaching are less finitely presented and portrayed. One teaches the subject without a fence. By taking the fence away one makes the information more infinite without robbing it of its detail and its specific point of view.

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In other words teaching must first aim at general comprehension, ^{must} to begin considering the universal range of what it ^{presents} ~~teaches first~~ with the neutral attitude prior to creating a trend of personalized attitude. This does not need to be conditioned. It comes by itself. Everyone has by nature the individualizing trend ~~in him~~, and is a personality in his feeling and thinking. (A) → P. 2

~~But because we are so close to~~
individuality so easily determined
in egotism + particularity of
self, universality ^{or universal, encompassing idea} must
also be encouraged so that
this may not occur.

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When I learn about the characteristics of a race I must see the race ~~and its characteristics~~ ^{yet possessing} (as a group in humanity) ~~and~~ its peculiarity of culture so that the people about ^{which} ~~when~~ I study are not looked upon as a separation of nationality and a separation of culture from my own. There cannot be ~~any~~ ^{use} broad learning with a prior attitude of